

SEN Information Report for Hingham Primary School

2024

(To be reviewed May 2025)



Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). All governing boards of maintained schools have a legal duty to publish information on their website about the implementation of the governing board's policy for pupils with SEN. This information will be updated annually.

At Hingham Primary School we are committed to working together with all members of our school community. This report has been produced in collaboration with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

Who to contact

Below is a list of people to contact. You can contact these people by telephoning the school office on 01953 850304.

- Susan Gothard – SEN Link Governor
- Louise Spencer – SENCO (BEd Hons.)
- Vickie Newrick – Headteacher

- Susan Gothard – Chair of Governors

Our Website is at: www.hinghamprimary.org.uk

How we support learners with SEND

Our profile

Our SEN profile for this year shows that we have 22.7% of children on roll in our school who are identified as having SEN 5% of those children have an Education Health and Care Plan (EHCP). 17.7% are known to have SEN.

Our staff are experienced in supporting learners with a range of needs but specifically, autism, sensory, speech and language, specific learning difficulties and social, emotional and mental health difficulties.

We support learners with needs in the following areas: speech and language; social communication; learning; and social, emotional, sensory and mental health difficulties. Many children will have needs in more than one area.

Our current profile is as follows:

Area of Need	Percentage
Cognition and Learning	12.2%
Communication and Interaction	3.8%
Social Emotional and Mental Health	11%
Sensory or Physical	0.6%

Our school supports learners by working with the following outside agencies:

Outside agency	Role of agency
Educational Psychologists	Educational Psychologists work with individual children, undertaking assessments and then giving advice and support to parents and the school. They also provide training for school staff. This is partially commissioned by the school.
Speech and Language Therapists	An NHS service, provided by Cambridge Community Services and commissioned by Norfolk County Council, working with individual children and providing support to parents and school.

Access Through Technology	A service providing equipment such as laptops and iPads for learners with SEN. It also provides training and advice for schools.
Autistic Spectrum Disorder (ASD) Specialist Support Team	A service provided through Norfolk's Local Offer offering assessments, advice and training around learners with ASD.
Dyslexia Outreach	A service which is based at Taverham which offers a range of packages supporting learners who may have Dyslexia.
EPSS	Educational Psychology Support Service. The EPSS team is a multi-disciplinary team, with Educational, Clinical and Occupational Psychologists, Specialist Learning Support Teachers, and the Critical Incident Lead Officer, who has a background in social work and education. The team is supported by the Traded Development Officer and Business Support Staff.
School to School Support	S2S Support is a consortium of Norfolk Special Schools brought together to offer practical support and advice to mainstream schools. Support can be requested for individual pupils or whole school support.
Willow Tree Learning	Willow Tree Learning is a values led provider of bespoke Educational Psychology, SEN-D training and inclusive school improvement services. The company was created to positively affect change for children and families through direct work with Professionals in schools, colleges and settings.
Inclusion and SEND Team	Work with mainstream schools, including academies and free schools, to support them to meet the needs of their learners with SEND. They work with other departments in the council and health, to help schools fulfil their duties set out in the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice 2015. The Inclusion and SEND team also oversees the allocation of Element 3 SEN funding for schools from the high needs block (HNB).

Staff training includes:

- ASD training for all staff, focusing on identification of need and classroom strategies;
- Speech and Language training;
- Social, Emotional and Mental Health training;
- Mental Health Champion training;
- Medical and First Aid training;
- STEPs whole school training;
- Emotional Literacy Training (ELSA);
- Restorative Approaches training;
- Zones of Regulation training;
- Thrive approaches;
- Dyslexia support (Nessy)
- Attention Autism

Over the last year, support for learners has included:

- Small group work or 1:1 support for individual children, supporting their emotional and social needs;
- Small groups for Dyslexia support using the Nessy Programme;
- Providing additional resources for children who have been identified as benefiting from equipment that will aid learning;
- Speech and Language – individual support for children across the school;
- Access Through Technology (ATT). Small group intervention working on specific ATT targets;
- Gross and Fine motor support groups;
- Enabling environments, looking at overcoming barriers for pupils.
- Using the PEASS documents (Provision Expected at School Support) to adapt learning.
- CLIP groups to provide collaborative learning opportunities;
- Sensory breaks and access to our sensory rooms;
- ELSA trained staff supporting children.
- Zones of Regulation resources and strategies;
- Positive Behaviour Plans;
- Visual aids such as visual timetables;
- Taking advice from external professionals,
- Working closely with families of children with SEND.

If you would like to know more about the support that we can provide for individual learners, please contact the SENCO or the Headteacher.

Funding

Hingham Primary School receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described in a SEN memorandum. As of October 2024, our notional budget is £71,919. This money is used for; funding SENCO time, funding Teaching Assistant support for high need children, learning resources and training.

Including and supporting learners with SEN

How we identify SEN

All children have Educational Needs. We aim to identify these needs as early as possible. We identify children with SEN as those who have difficulties with learning which are significantly greater than other children of the same age or who have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age. This is usually discussed at termly progress meetings with the Class teacher and the Head Teacher or Deputy as part of our pupil progress meetings. Links to the SEND Policy, the Accessibility Plan and Behaviour Policy can be found on the school Website.

<https://www.hinghamprimary.org.uk/send/>

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

We define the areas of difficulty as those identified by the Code of Practice as:

- Communication and Interaction;
- Cognition and Learning;
- Social, mental and emotional health;
- Sensory and/or Physical.

Some children have a disability. These children may not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. The Equality Act 2010 has a definition of disability which can be on our website. <https://www.hinghamprimary.org.uk/policies-and-school-data/>

Our Approach to Teaching Learners with SEN

At Hingham Primary School our vision for all pupils is, Nurture, Learn, Achieve. We aim to provide a learning environment which ensures that the needs of all children are met and that they have the opportunity to succeed, regardless of their background. We recognise that all children have different styles of learning and we respond to this accordingly. We are a school that values the child as a whole and the strengths that they have. Through a range of teaching styles and specific intervention groups, we aim to identify the needs of all learners, whilst encouraging self-motivation and independence.

We are an inclusive school and we aim to achieve maximum inclusion for all our pupils, whilst meeting their individual needs. Our inclusive approach recognises the entitlement of all pupils to a balanced, broadly based curriculum. We do not tolerate discrimination towards anyone and have measures in place to prevent bullying of any kind.

Our School Councillors have spent time working on our behaviour policy and looking at ways of making it restorative in its approach. This has been shared with the whole school, staff and students and we are looking to continue this training and implementation through training for all staff and an information event for Parents and Carers.

Our school Council is made up of representatives from each year group who are responsible for capturing the voice of all the children in the school.

Our Anti-bullying and Behaviour policies can be found on our website.

Parental perspective

Before producing this report, we sent a questionnaire to parents. We asked for their views on how our school supports children with SEN:

“The School Website is very good.”

"The transition booklet that was made for my child was brilliant!"

"Communication between school and parents is very good."

SEN Child's perspective:

"My school is the best."

"The other children make me feel happy."

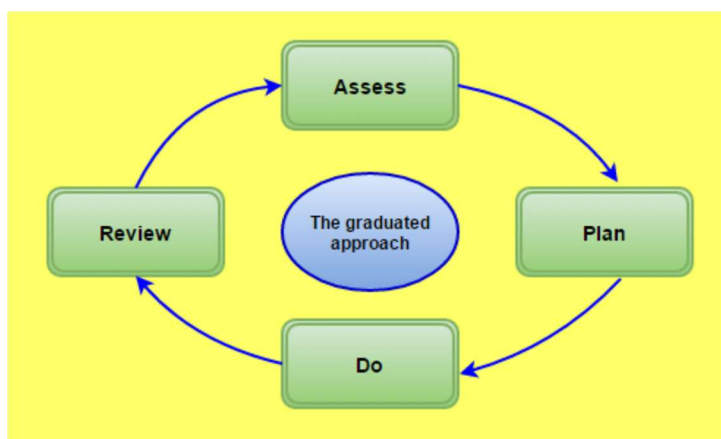
"I feel safe in the Green Room."



Assess, Plan, Do, Review

We follow the graduated approach of 'assess, plan, do, review', working with pupils and parents at each stage.


As part of this cycle, children have a One Page Profile. These are used to ensure that all adults working with the child know how best to support the pupil. One Page Profiles are written and reviewed together with the input of the child, their parents and their class teacher.



Assess

We ensure that assessment of educational needs involves the learner, their parents/carer and the class teacher. The SENCO is available to provide support identifying the barriers to a pupil's learning. We have a range of assessment tools that we use in school. For some learners we may want to seek advice from specialist teams. These include; Educational Psychologists, Speech and Language Therapists, Behaviour Support Specialist and Autistic Support Team.

Plan and Do



Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Our teachers use various strategies and resources to adapt access to the curriculum, including the PEASS documents.


The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning which has been identified. A child may have identified needs in more than one area. The following support is available according to need.

Additional support and interventions.

- Personalised support and resources for individual learners with high levels of need such as using coloured overlays or using coloured backgrounds on Interactive whiteboards.
- Sound buttons, talking tins or mind maps to help with organising thoughts and ideas.
- Seating is considered so that the child is placed in a position within the classroom that benefits them.
- Workstations or standing desks can be used in class.
- Laptops may be used as a way of recording ideas as an alternative to writing.
- Use of visual aids to support in learning tasks. These may include prompts, or other aids such as word mats.
- Visual prompts used to support behaviour e.g. sitting, looking, listening cards used instead of instructions.
- Post it notes, question cards and simplified worksheets.
- Now and Then boards used to break down tasks.

- Visual timetables used to help pupils organise their day.
- Countdown clock or sand timer used to help with time management and organisation.
- 'Time out' or emotions cards for individual pupils to help express their needs.
- Reading rulers and pencil grips available.
- Writing slopes to aid writing posture.
- Wobble cushions to support with sensory feedback.
- Ear defenders and work dividers offered to support with concentration.
- Highlighters, white boards, classroom displays to help with organising and scaffolding ideas.
- Opportunities for instructions to be reinforced and repeated.
- Individual reward schemes built into the whole school behaviour and reward system.
- Individual Positive Behaviour Plans.
- Children given processing time or 'take up time'.
- Instructions are broken down into small steps, with reduced language.
- Alternative ways considered to record and read information: iPads, laptops with appropriate software (e.g. Clicker)
- Clear classroom routines – the structure of a lesson and expectations about equipment and voices. Lining up routines; greeting at the door; pupils knowing when it is their turn to talk; traffic lights showing when pupils can talk
- Start the lesson with a recap; finish the lesson with what will happen next time (particularly if there will be changes to routine)
- Use subtitles where possible when watching videos.
- Adults consider whether the pupil works better alone or in a small group.
- Adult support to reinforce ideas, check understanding, assist with pre-teaching key vocabulary, assist with scaffolding and chunking activities into small steps.
- Use of whole class emotions boards to capture the feelings of all children throughout the day.
- 1:1 speech and language support, where there is an identified need.
- 1:1 Emotional Literacy Support from a trained TA.
- Small group and individual sensory support using Sensory Circuits.
- Pupil questionnaires and feelings and wishes activities used to capture the voice of the child.

Review – monitoring support



The progress of all learners is monitored by teachers, senior leaders, the Head Teacher and Governors. The SENCO monitors the impact of support for pupils and interventions to ensure the most appropriate provision. This is also monitored by the Head Teacher and SEN Governor. SEN support is reviewed with all pupils and their parents at least 3 times a year. Pupils with an EHCP or Statement of Special Educational Needs will have an annual review involving parents, the SENCO and any other external agencies involved in the SEN provision. Pupils always have the opportunity to contribute their views to the annual review. Where a pupil is unable to express their views, alternative approaches may be used, such as using pictures or choice boards. Where appropriate, we encourage children to contribute to the annual review meeting. We encourage all parents to maintain regular contact with the child's class teacher.



Extra-Curricular Activities

We believe that all learners should have the same opportunity to access extra-curricular activities. These can be found on our extended school web page available on our website. We are currently running after school football, Taekwondo, Cookery Club, music lessons, Afterschool Club and Breakfast club.

Transition

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Hingham Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. This includes making sure that information is shared between all schools and that

there is a dialogue between the class teacher and or SENCO at each school. Information is shared as soon as possible so that transitions can be smooth and appropriate plans made. If you are concerned about transition or transfer, please speak to the SENCO or Head Teacher to enquire about the additional measures that we can put in place to ensure a smooth transition. This might include extra visits to a new school or producing a book with photo of your child's new school / classroom and teachers. Transition to secondary schools will be discussed in the summer term of the Year 5 review meeting, to ensure time for planning and preparation.

You may find the following link useful, with regards to transition: [Moving on \(transition in education\) - Norfolk County Council](#)



Mrs Spencer - SENCO

Concerns and complaints

There may be times during your child's time in this school whereby you have a concern. You are always welcome to speak to the SENCO or Head Teacher. No worry is too small for us to take notice of. Please ask at the school office or telephone the school to make an appointment. Should you need to make a complaint, our complaints policy is available on the school website.

Useful information can also be found at SEND Partnership:

<https://www.norfolksendiass.org.uk>

SEND guide for Parents:

[SENCo guide Part B for parents and carers.pdf](#)

Also see the following link regarding mediation:

<https://www.kids.org.uk/send-mediation>

Our Education, Health and Care Plan co-ordinator is Sarah Lutkin. She can be contacted on Tel: 01603 679183

Other useful links:

Just One Norfolk: [Health Advice & Support for Children & Families](#)

Norfolk SEND Local Offer: [SEND Local Offer - Norfolk County Council](#)



Hingham Primary School

Nurture Learn Achieve